

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Lynn G. Pott

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Henry Elementary School

(As it should appear in the official records)

School Mailing Address 700 Henry Avenue

(If address is P.O. Box, also include street address.)

City Ballwin State MO Zip Code+4 (9 digits total) 63011-2737

County St. Louis County State School Code Number\* 096095 (4120)

Telephone 314-415-6350 Fax 314-415-6362

Web site/URL http://www.edline.net/pages/Henry\_Elementary E-mail LPott@parkwayschools.net

Twitter Handle https://twitter.com/ParkwaySchools Facebook Page https://www.facebook.com/pages/Parkway-School-District/116830783577?ref=ts Google+ N/A

YouTube/URL http://www.youtube.com/user/pkwyschools Blog N/A Other Social Media Link N/A

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Keith Marty E-mail: kmarty@parkwayschools.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Parkway C-2 School District Tel. 314-415-8100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Beth Feldman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 18 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 28 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 17 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	43	39	82
1	32	31	63
2	43	32	75
3	40	42	82
4	39	32	71
5	30	38	68
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	227	214	441

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 15 % Asian
  - 9 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 68 % White
  - 4 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1	430
(5) Total transferred students in row (3) divided by total students in row (4)	0.100
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 2 %  
10 Total number ELL  
 Number of non-English languages represented: 8  
 Specify non-English languages: Marathi, Arabic, Chinese, German, Indonesian, Malayalam, Spanish, Tamil
8. Students eligible for free/reduced-priced meals: 12 %  
 Total number students who qualify: 55

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 12 %  
55 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>11</u> Autism               | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>14</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>6</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes\_                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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“If not us, then who? If not now, then when?” These words reflect our passion, our drive, and our mission of excellence. At Henry Elementary School, we believe it is ultimately our responsibility to make a “greater” difference in the world for each and every child. We are not a school of programs, but rather a community of teachers who study students and begin where they are. We learn from them as we teach the state and national standards, and train to be the best teachers possible. Our mission is to create capable, confident, and curious learners who are prepared for the ever-changing world. Our Missouri Assessment scores reflect our success with our diverse population. Henry School is in the top 1% in English Language Arts and in the top 2% in Math based on the 2013 Missouri Assessments (MAP).

We are located in a suburban area with a diverse population of 441 students--kindergarten through fifth grade: 15% of our students are Asian, 9% are Black or African American, 68% are white, 4% Hispanic or Latino, 12% of our students are identified for special education services, 12% qualify for free/reduced-priced meals, and 2% are English Language Learners with non-English languages. Henry is one of the district’s centers for students with Autism. We feel fortunate to have the diversity at our school.

Our unique “structures” reflect our focused journey of excellence for children. Our weekly grade level Collaborative Learning Teams (CLT) analyze data, study standards, and identify student needs during structured meetings. The Student Growth Leadership Team analyzes data, studies research, and tracks school, grade level, and individual progress. The Care Team and Diversity in Action Team problem solve and identify strategies for meeting diverse needs. We brainstorm and act on how to help students be their best as capable, confident, critical thinkers. Our character education, “The Leader in Me” -- 7 Habits of Highly Effective People, focuses on recognizing student talents and teaching them to take responsibility for their own learning.

In classrooms, our students receive instruction in Guided Reading Groups at their instructional level. Students demonstrate deeper comprehension skills as they advance to higher text levels. Each day, teachers administer one-to-one running records to identify strategies that students are utilizing and/or neglecting in their reading. This valuable knowledge enables the teacher to accurately identify the students' present levels and areas needed for growth.

Literacy processing is our foundation for accelerating students in reading. As we observed our highly trained Reading Recovery Interventionists, we realized that they knew how to systematically observe students and prompt for acceleration. Thus, we train ourselves to be the best teachers of reading. Each year, we conduct an on-site university class on Literacy Processing Theory to learn more “in-depth” strategies to teach reading and writing. During class, we study students who are beginning to develop a processing system. This definitely impacts achievement across the curriculum. The majority of our teaching staff is trained in deep literacy processing understanding.

A significant component which has changed our world of teaching and learning is our Behind the Glass Observations. As students are learning in our “one-way glass” setting, we collaborate to identify strengths and confusions. This has proven to be a powerful learning model. Richard Allington, former president of the International Reading Association, visited Henry School and observed our “behind the glass learning.” He wrote: “You should be proud of what you created at Henry School. I’d guess fewer than 1% of schools have a behind the glass facility and fewer than 10% of those schools have ever used it for anything other than Reading Recovery training. So Henry will probably be appearing in my writing in the future, as one school that gets it right.”

“Getting it right” for children also requires excellent community involvement, connections, and traditions. We continuously recognize the greatness of others through the following events: Meet the Teacher, New Parent Welcome Breakfast, Career Day, Multicultural Fair, Veteran’s Day Assembly (honoring 135 veterans), and Ability /Disability Awareness Day. Our PTO Community enhances our school’s strong reading focus with the “Sir Henry” Reading Recognition. Parents coordinate and promote Math Night, Science Night, Wellness Night, and the Henry’s Heroes. They also support guest authors, “7 Habits”

training, “Summer Reading Challenge,” and “Summer Math Challenge.” We are fortunate to have such dedicated, involved parents.

We believe it is our responsibility to make the difference for children. It depends on “us” and “now.” It is our passion and our sense of urgency. We are proud of our high MAP scores; however, we are “not there” until all children are proficient or advanced. Excellence for all students requires excellence in us. We are on a journey to make every student a capable, confident and curious learner. Indeed, we are truly making a difference at Henry School.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) The Missouri state assessment uses four performance levels: Below Basic, Basic, Proficient and Advanced. A student scoring an achievement level of Below Basic does not demonstrate an understanding of the content expected at his/her grade level. A student scoring an achievement level of Basic demonstrates a partial understanding of the content expected at his/her grade level. A student scoring an achievement level of Proficient demonstrates an understanding of content expected at his/her grade level. A student scoring an achievement level of Advanced demonstrates a thorough understanding of the content expected at his/her grade level. Acceptable equates to being proficient and advanced.

b) Henry Elementary is a top performing school in the St. Louis region and the state of Missouri. The most recent state assessment results put Henry School second in the state among elementary schools in English Language Arts and 15th in the state in Math. Since there are over 1,000 elementary schools in the state, Henry School currently ranks in the top 1% in English Language Arts and in the top 2% in Math, based on the percentage of students scoring proficient or advanced.

It is interesting to note that the one elementary school with students performing at higher levels than Henry School students on the state assessment in English Language Arts is Kennard Classical Junior Academy. This school describes itself as “the only tuition free, self-contained gifted elementary school in the state of Missouri.” In other words, the only school performing at higher levels than Henry in English Language Arts last year was a school that educates only gifted students.

The real story, however, is not the excellent performance of Henry students in 2013; rather, it is the improvement over time. Just five years ago, in 2009, Henry ranked 117th statewide in English Language Arts and 186th in Math. Henry moved from 117th to 2nd in English Language Arts and from 186th to 15th in Math within the last five years.

Another factor to consider is that Henry has qualifying subgroups among economically disadvantaged students, students with disabilities, and African American students. As the performance of Henry students has soared in general, the proficiency rates of specific subgroups of students have also improved over the past five years.

Among the economically disadvantaged at Henry, proficiency rates in English Language Arts jumped from 25.8% in 2009 to 60% in 2013. Among students with disabilities, these rates have increased from 44.2% in 2009 to 69.0% in 2013. Finally, proficiency rates among African American students moved up from 22.6% in 2009 to 38.9% in 2013. While it is true that the number of “at-risk” students (African American, Hispanic, economically disadvantaged, disabled, limited English) taking the state assessment in English Language Arts at Henry has decreased over the past five years, from 84 students to 74 students, it is also true that the proficiency rate of this “super subgroup” of students has increased from 40.5% to 67.6% over the same period of time.

In Math, proficiency rates amongst economically disadvantaged at Henry shot up from 16.1% in 2009 to 65.7% in 2013. Among students with disabilities, these rates have increased from 44.3% in 2009 to 58.6% in 2013. Finally, proficiency rates among African American students leapt from 16.1% in 2009 to 44.5% in 2013. While it is true that the number of “at-risk” students (African American, Hispanic, economically disadvantaged, disabled, limited English) taking the state assessment in Math at Henry has decreased over the past five years, from 84 students to 74 students, it is also true that the proficiency rate of this “super subgroup” of students has increased from 34.5% to 68.9% over the same period.

As well as Henry students are performing on state assessments, gaps in proficiency status do exist. Proficiency rates among white and Asian students continue to be higher than rates among “at-risk” students. But the gap between white students and the “super subgroup” of students is shrinking. One can simply subtract the proficiency rates of white students with the proficiency rates of super subgroup students and

compare 2009 differences to 2013 differences to get a sense of how the gap is shrinking at Henry. To ensure all students are proficient, we are enhancing our analysis and tutoring.

## **2. Using Assessment Results:**

Henry staff utilizes a variety of assessment data to improve students' performance. We analyze our Missouri Assessment scores (MAP's) and study our reading tracking sheets and unit assessments in math, reading and science. Since we keep a portfolio on every child, we are able to review actual samples of students' longitudinal work to determine missing pieces. The portfolios include analyzed reading running records, math benchmark assessments, writing samples, and writing analysis sheets.

Our Student Growth Leadership Team keeps us focused on progress monitoring by examining multiple pieces of data including results from the MAP's, reading and math levels, students' target goals, etc., and uses this information to identify students who need extra help. Members also study current research on student learning and motivation, implement new strategies, and share with colleagues and parents. Our District Data Analyst runs predictability reports based on our benchmark assessments, report card grades, "at risk" factors, and previous MAP scores.

At CLT meetings, instructors collaborate to analyze "end of unit" assessments in ELA and Math. They look for trends and identify which lessons need reteaching. Teachers discuss individual students, determine which ones have confusions, provide additional instruction and design new formative assessments to determine growth. There is an abundance of one-on-one tutoring provided before, during and after school. Teachers, counselors, administrators and teaching assistants work with students to remediate learning gaps and help children become proficient or advanced. We meet with and/or call parents to make them aware of learning gaps, suggest home strategies, and share how they can provide acceleration. Teachers send home work samples to help parents know the actual expectations.

Throughout the year, administrators meet with grade level teams to discuss students' performance. The principal also tracks each child's progress. We observe a strong correlation between students reading below grade level and those who also struggle in math. When this occurs, we schedule additional interventions which include individual or group tutoring, consultations with the math facilitator, "math workshop interventions," push-in assistance, or reading interventionist support to ensure all students learn what is expected.

By studying additional "in the moment" assessments, we continue to grow as student analyzers. Our on-site training enables us to become better observers of children as they complete tasks. We have learned to "see." Our "Behind the Glass" observations and use of on-going running records help us with teaching reading. These one-on-one running records provide a practical way to obtain an enormous amount of information on a child's ability and sharpen our understanding of the reading process.

Our Diversity in Action team focuses on accelerating the progress of our African American pupils. Teachers studied key assessments, observed students in class and discovered that these children needed more confidence in their critical thinking abilities. To promote confidence and higher order thinking, our Mosaics teacher implemented a "before school" enrichment class for these students of color. Unquestionably, on-going assessment drives our instruction as we work collaboratively to study data and learn how students are acquiring the concepts needed for success in life.

## **3. Sharing Lessons Learned:**

Multiple opportunities and avenues for sharing successes occur throughout the year. At area Principal Meetings, we share strategies and structures for helping students. This includes what is working with meeting the needs of our "Gap Group" students and how we track information. Our school Diversity in Action Leader explains successes and interventions at monthly District Diversity Meetings. She highlights how Henry School focuses on accelerating our African American students through a "higher level thinking" enrichment class before school.

Our counselor continues to share the ongoing work of the Henry Student Growth Leadership Team with

other schools in Parkway, at District Counselor meetings, and at the District Data Progress Monitor meetings. She also shares the Henry interventions focused on student acceleration across the county at the DESE/MSCA counselor training workshops. District counselors have attended some of our Student Growth Leadership meetings to gain ideas.

Representatives from six school districts visited Henry to observe and talk to our teachers about the Balanced Literacy. Information about our focus on Literacy Processing was also shared with Missouri schools in telephone conversations throughout the years. Our district collaborative workshops and committees are other formats for talking about our learning. Each Friday, the Instructional Coach and our part-time Math Facilitator discuss the practices which have an impact on student success.

Over the past six years, student teachers from the University of Missouri – Columbia, as well as other universities, student taught at Henry School. They learned how to observe students, create structures and look at data to help children. This sharing has a long-term impact for these future teachers and their students.

When Richard Allington (author and former president of the International Reading Association) visited Henry, we shared our unique, researched focus on teaching literacy, which he praised. He observed our powerful Behind the Glass learning from students. It reflects our belief that exemplary teaching of literacy is critical. Every child deserves to be taught by experts so they have the opportunity to be successful across the subject areas.

We explain specific learning structures and learning expectations at PTO meetings, "New Parent" events, during our Early Childhood Open House, in the Principal's Newsletter and through weekly classroom newsletters. Our Missouri Assessment Data is presented each year at our PTO meetings and highlighted in the Principal's Newsletter.

#### **4. Engaging Families and Community:**

A key component to our higher Missouri Assessment scores is our connection to families and community. This community and family involvement helps children recognize the greatness and kindness of others. Genuine connections are made through many venues to enhance each student's success. Career Day is a whole school event which helps our students learn about their future possibilities, plus the knowledge and skills they need for the specific professions. Our parents and community members give their time so students can visit at their stations and learn about the different occupations.

On Multi-Cultural Day, the entire school learns from many of our parents who represent countries from all over the world. This impacts students' understanding and heightens their curiosity to learn about the world. On Disability/Ability Day, children learn from our parents and community members about the gifts, challenges of special needs students, and "how to lend a hand" to help others which promotes acceptance and compassion.

Our Veterans' Assembly touches out hearts as our parents, grandparents, relatives, and community members are recognized and honored. Our vocal music teacher leads each class as they sing patriotic songs to honor our 35-40 veterans. Another 110 veterans are honored through individual slides as each person's name, military rank, and their connection to a Henry student or staff member is announced. Our students learn about history, citizenship, and what it is to honor those who have kept us safe.

To promote a love of reading, our parents coordinate our Sir Henry Reading Program, where children keep track of the minutes they read at home. Parents read students' names over the intercom and students receive books for minutes read. This motivates students to read and learn.

Our parents coordinate our Henry Math Night and a separate Henry Science Night. Our PTO knows these activities are important and invites parents and students to come to school for exciting problem solving in math and science. In addition to enhancing the high standards in math and science, these events show students that it is fun to learn with their parents and others.

At our Wellness Night, parents interact with their children, enjoy exercise activities, learn about nutrition, participate in challenging logic games, and create kindness coupons to give to parents to help at home. This program enhances and supports our focus on physical fitness and the 7 Habits character traits. This impacts their present and their future.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The mission of the Parkway School District is to ensure that all students are “capable, curious, and confident learners who understand and respond to the challenges of an ever-changing world.” It is this mission that has nudged us beyond a basic curriculum. This mission has challenged us to design a curriculum that produces students who are doers; students who respond when faced with challenges.

Organized around “Understanding by Design,” each unit for all subjects is framed by an “Enduring Understanding” and “Essential Question.” These are designed to orient the students to the big ideas of the unit and to provide them with a place to connect new discoveries made during a unit or lesson. Each unit also includes clear targets for student learning that provide our teachers and students with a common destination for learning. These targets also provide students with the perfect tool for self-assessment and goal setting – something that is highly valued through our Leader in Me program. To monitor student growth toward goals, collaborative teams at Henry School utilize multiple assessment methods. These include district benchmark assessments, team-developed assessments, and formative assessments. They are designed by the classroom teacher.

Built upon the Missouri Learning Standards and implemented through a workshop model, the English Curriculum strives to develop literate and critical consumers and producers of information and ideas. Structures at Henry School include mini-lessons, Reading Workshop, Guided Reading for every student at their instructional levels, independent reading, Writing Workshop, debriefs, small group instruction, and partnerships. Our ELA curriculum also includes intentional connections to other content areas so that teachers design interdisciplinary assessments that allow for students to transfer the skills they learn in reading and writing to the contexts of social studies, science, and math.

Simply arriving at a solution is not the aim of the Mathematics Curriculum at Henry School. Organized around content standards as well as the Standards for Mathematical Practice, the curriculum is designed to provide students with opportunities to think about the process of problem solving within the context of the CCSS Domains. At Henry School, we value the creativity and professionalism of our teachers and believe that the curriculum is best implemented when teachers design learning experiences tailored to the needs of their students. To support their lessons, teachers use Investigations in Number, Data, and Space, Contexts for Learning, and DreamBox.

The Parkway Mission is embodied in Henry’s Science Curriculum. With curiosity as the key to unlocking the answers to questions about our natural world, students engage in regular investigations about everything from the life cycles of butterflies and anoles to the mysteries of our solar system. The investigations are designed using district-provided science kits and living materials along with resources created by our collaborative teams. Each year, students from Henry School apply what they have learned from their many learning experiences to the development of a project for the Parkway Science Fair.

The Social Studies Curriculum provides yearly instruction in history, geography, economics, and government. Cultural traditions, multi-cultural perspectives, diversity and equity are embedded throughout the units. Through an approach designed to nurture independent thinking, students begin with a provocative question, analyze multiple pieces of evidence, and then develop explanations or arguments instead of just answers.

With adult support, students initiate Service Learning Projects and reach out to the community to show their compassion and concern. Through these projects, students learn how to make their world a better place.

The Henry Visual and Performing Arts Programs emphasize creativity. In visual arts, the students build their understanding and knowledge of art concepts and technical skills through a variety of media and production experiences. In music, lessons foster listening and performing skills. Students demonstrate a willingness to enthusiastically participate as an ensemble member or soloist. Henry students witness how music can be a moving, inspirational, and a rewarding form of communication.

The Physical Education/Health Curriculum is designed to help students enjoy fitness activities, sports, and games that incorporate social interactions. Skill development, team work, and movement skills are always at the center of planning lessons for the year. Health lessons focus on helping students make informed, responsible decisions. Social responsible behavior and enjoyment are the outcomes that we see when the units are completed.

## **2. Reading/English:**

We believe that literacy equates to opportunity—and opens doors for the future of every child. It is also the door that expands a child’s understanding in other subjects. Therefore, we set a goal for ourselves to become the best possible teachers of reading. To accomplish our goal, we needed to gain a deep understanding of the how students learn to read.

We began observing our highly trained Reading Recovery teachers who teach our lowest first grade students. We realized that they knew how to “analyze and prompt” so students would “take on the learning.” Our foundation remains the ELA standards and our excellent district units, but our “charge” at Henry takes us beyond. Our approach to reading instruction is focused on knowing each individual child’s literacy processing system.

Therefore, we connected with universities and began offering a yearly after-school, on-site Literacy Processing Class. As a component of the class, we work with a child who is beginning to develop a processing system to help us learn. At Henry, 78 percent of our teaching staff (including the principal) is trained in literacy processing. We have learned how to observe students at every level of reading, including analyzing running records, and prompting for acceleration. We teach for comprehension, word work, phonemic awareness, self-monitoring, etc.

Every child learns in a Guided Reading format, based at their instructional level. If a child is reading below grade level, on grade level or far beyond, they are taught with leveled text. We give formal running records during the Guided Reading on a “focus child.” At least three times a year, the teachers assess every student with the Fountas and Pinnell one-on-one assessment.

Another unique component is our study of students in our one-way-glass setting. Approximately every six weeks, teachers volunteer to instruct as we observe their students. It is a powerful learning experience which creates school-wide ownership for making every child the best in reading. We have become sensitive observers and reflective teachers who teach students in their “zone of proximal” development. This means knowing how each child approaches text and how to prompt for success. Throughout their entire career at Henry School we chart student progress and maintain work samples to monitor growth. We are responsible for making every student successful. We believe that literacy is so powerful that it can change the lives of children, accelerate students, and break the cycle of poverty.

## **3. Mathematics:**

The Mathematics program at Henry School is more than just performing computations in order to arrive at an answer. As a result, our students learn how to think about math instead of just knowing an answer. Our program is built on outcomes identified in the content and practice standards from the CCSS. Teachers use these learning outcomes to develop formative assessments and learning experiences for students. In addition, teams administer and analyze district unit assessments. Designed after next generation state assessments, these rigorous unit assessments primarily focus on application of the math practices within the context of the unit content standards. Our teachers use the results of these assessments along with running records on math problems to assess conceptual understanding, mathematical thinking, and reading comprehension. These are eye-opening for us and represent the key pieces that help us to understand how to make our students successful.

As our teachers design learning experiences, they purposefully create lessons that require students to justify and fully explain their answers. We know that a correct answer does not always mean that a student understands mathematical concepts. We also build relevance into our program by expecting students to

make connections to what they are learning in mathematics to situations outside the context of the classroom. For example, students might be asked to simulate purchasing items at a store or to estimate the amount of carpet that would be required for their bedroom.

Teachers use a variety of structures to help students acquire, make meaning, and transfer their understanding of mathematical concepts. Lessons often begin with demonstration and modeling by the teacher during a whole-class mini-lesson and proceed to opportunities for differentiation through small-group settings. Students work collaboratively to create representations of their solutions as well as their approach to solving the problem. Through gallery walks, children are able to critique the strategies and solutions of each other by commenting and questioning. Students are then able to talk about their observations, look for patterns in reasoning, and justify their approach through a classroom congress.

At Henry School, we do not make excuses for why students might be underperforming in math –we (teachers, coaches, counselors, and administrators) find out what they need and provide all the necessary support to help all children achieve. We are driven to close the achievement gap as we study students in our effort to develop capable and confident mathematicians.

#### **4. Additional Curriculum Area:**

In Henry School's General Music Classroom, children acquire skills that reach beyond the assessment areas of singing skills, instrumental skills, rhythmic skills, music literacy skills and behavioral skills. Due to the magic found in the use of technology, especially with the use of the Smart-Board, students are allowed to be visually stimulated and individually interactive while learning music.

One example of this type of learning is a baseball-themed music lesson taught in first grade. In one activity, students are asked to fill eight empty boxes on the Smart-Board by dragging icons/pictures into each box. These icons each have a corresponding rhythm and word attached. Examples of these nouns are baseball, bat, base runner and baseball hat. In this composition lesson, the students create an eight-beat rhythm, to be clapped and "performed" by the class over a continuous rhythmic track. The students simultaneously learn simple composition skills, word recognition, syllable counts and rhythm-reading skills. Considering the importance of scaffolding composition and rhythmic skills, as well as combining these lessons with music history, the fourth grade performs names of Jazz performers in a similar way, using names such as Dizzy Gillespie, Theloneous Monk and Charlie Parker.

Students in kindergarten learn to re-write the lyrics to certain songs. For instance, on the 100th Day of School, children are asked to make a list of what they have done during the past 100 days. Sharing, painting, singing and counting are among the many words the students offer. Utilizing the structure and form of an existing song, the class inserts new words so it can be performed in a creative way. The focus of the Henry music classroom is to truly be cross-curricular, helping the students to refine skills in reading, spelling, math and history.

#### **5. Instructional Methods:**

Ongoing differentiation ensures that every student will make continuous progress in knowledge and skills. It begins with knowing how each child learns. We focus our teaching on students' needs with standards and assessments to guide us. Analysis is the key to knowing what to teach. Therefore, we analyze running records in reading and math, plus "end of unit" assessments. Then, we provide small group and one-on-one instruction.

Differentiation in math is essential. Our Guided Math groups include differentiated skill centers. Through pretests and assessments, teachers determine needs and individualize instruction. If students already have the knowledge, they learn more challenging concepts.

Reading and Writing Workshops begin with mini-lessons based on student needs. Guided Reading groups offer differentiation for every student using instructional leveled text for acceleration. Reading Recovery provides daily, intense support for struggling children. Individual writing conferences focus on skills

needed.

Our Mosaic (Gifted) teacher provides additional lessons for acceleration. She works with students in Mosaics and pushes into classes. Students who are not in the gifted program attend critical thinking lessons along-side students in the program. We offer critical thinking classes before school for African American students.

We provide “real world” experiences which are not available to all students. For example, fifth graders study business and apply their learning when they take on jobs at “Biz Town,” a simulated town. At a local historical site, fourth graders learn about pioneers and make toys.

Students share their knowledge. For example, children researched the “water vortex,” developed a power-point presentation, and taught others. Students assume school leadership roles and assist younger students in math, reading, and writing. This builds confidence and enhances communication skills.

Technology is integrated into the instructional day to support good teaching. It serves as a bridge to more engaging, personalized learning which leads to higher achievement. Students use computers during Math Workshop Centers to work on advanced and basic math concepts. Dreambox (a computer program focused on understanding math) provides enrichment and additional practice. Parents have optional access to Dreambox for home use. Technology tools, essential to 21st century education, support collaborative learning, research, long-distance dialogue with authors and business leaders, plus student-created presentations.

Focused tutoring, workshop approaches, ELL interventions, and instructional leveled teaching all fold into knowing students’ skill levels and recognizing their talents. Quality instruction honors each child as a unique individual. It begins with the heart and is exemplified by all staff.

## **6. Professional Development:**

At Henry School, we value the “L” in PLC. As a professional learning community, we know that we are all individually and collectively growing in our understanding of how to best meet our students’ needs. Whether it is through staff meetings or through the work of each collaborative team, we are always trying to equip ourselves so that through our own learning we can improve that of the students.

Because time is scarce in the elementary day, we plan our development with purpose and focus on the areas that provide the highest leverage in improving student achievement. We ensure that each topic answers one of the PLC questions: What do we want students to understand and be able to do? How will we know? What will we do if they do not understand? What will we do if they do? What are the best practices? Development topics include: best practices, character education, cross-curricular connections, differentiation, growth mindset, student motivation, mathematical practices, literacy processing, student goal setting, and students with autism.

Henry School is fortunate to have an instructional coach and math facilitator who work with individuals, collaborative teams, parents and staff. They provide adult learning through modeling, student-centered coaching, and data analysis. Our collaborative (CLT) teams meet for 50 minutes each week to study progress of their students, analyze assessment results, and plan interventions. They are also given extended time during the year when we participate in a district late start day. The CLT leaders receive annual development at the Parkway Professional Learning Community Institute. To support and learn with each team, the principal and assistant principal attend the meetings.

We conduct Cohort Learning sessions where staff observe as students read and write behind a one-way glass. This process helps us learn from the students and determine next steps required to accelerate progress. Through this process, we learn to observe record, analyze, and respond to literacy behaviors. We are currently in our seventh year of a partnership with a university. Through a Literacy Processing Class, we develop our expertise and understanding of the teaching of literacy. Each participant works one-

on-one with a child who is beginning a processing system to learn what a developing system looks like. Of our current staff, 24 have participated in the class.

## **7. School Leadership**

The leadership philosophy is based on the importance of everyone being a leader who is willing to do whatever is needed to accelerate students. Henry Elementary School has an amazing population of passionate people who lead from the heart. Having a great staff begins with the hiring process. It is one of the most important pieces in our leadership. The principal and assistant principal spend much time learning about the candidates before they are recommended for hire. Do they have the heart, know how to assess students, and do they know how to start where the child is?

Each year our staff revisits our School Improvement Plan and determines what we need next for our students and our community. The principal and assistant principal collaborate with team leaders; however, the teachers and counselors lead the study teams, book discussions, and committees. All policies, programs, connections, and resources focus on student achievement.

Our leadership teams include the Collaborative Learning Teams (CLT) with teacher leaders, the Student Growth Leadership Team and the Care Team led by our counselor, our Character Education–Leader in Me, led by our half-time counselor, the Diversity in Action Team led by our Mosaics teacher, and the Literacy Team led by our Reading Interventionists. The Special Education teachers lead the additional intervention pieces for students with special needs. The administrators attend all the meetings, on-site classes, and trainings. To celebrate strengths and to help teachers grow, administrators visit classrooms for on-going mini-observations and formal observations before the summary reports are completed.

Another significant piece in the leadership philosophy is the importance of the principals continuing to teach. To never lose sight of what it means to accelerate students who struggle, the principal works one-on-one with students in reading, writing and math. The assistant principal works with students at recess to ensure students are connecting with others in kickball and other activities so they know they belong at our school.

The shared leadership philosophy at Henry School is centered on all of us performing at our best for students. It starts with the heart and a sense of urgency and focuses on excellence. It is designed, with a passion, to save and accelerate every child. “If not us, then who? If not now, then when?”

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Missouri Assessment Program (MAP)

Grade Level Assessment

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	84	79	86	59	60
% Advanced	36	24	22	11	15
Number of students tested	67	66	69	64	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	1	2
% of students tested with alternative assessment	1	2	1	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	67	65	75	21	19
% Advanced	11	12	0	7	0
Number of students tested	9	17	8	14	16
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	55	55	86	42	55
% Advanced	9	18	0	8	10
Number of students tested	11	11	7	12	20
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	60	17	57	15	18
% Advanced	0	0	0	0	0
Number of students tested	5	6	7	13	11
<b>6. Asian Students</b>					
% Proficient plus % Advanced	78	71	100	75	67
% Advanced	44	21	38	0	17
Number of students tested	9	14	16	4	6
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	86	87	88	70	67
% Advanced	35	33	20	15	18
Number of students tested	49	39	41	46	61
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Missouri Assessment Program (MAP)

Grade Level Assessments

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	80	79	72	74	47
% Advanced	14	26	18	30	7
Number of students tested	65	70	67	80	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	2	0
% of students tested with alternative assessment	2	1	1	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	53	56	60	33	8
% Advanced	20	0	13	0	0
Number of students tested	15	9	15	18	13
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	67	67	55	67	13
% Advanced	25	17	9	38	6
Number of students tested	12	6	11	21	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	29	33	58	17	14
% Advanced	0	0	0	0	0
Number of students tested	7	6	12	12	14
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	89	60
% Advanced	23	56	60	33	10
Number of students tested	13	16	5	9	10
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	78	77	71	83	54
% Advanced	16	18	17	36	9
Number of students tested	37	44	48	58	46
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** One student with special needs was tested in 2012-2013 with the MAP-A, Alternative Missouri State Assessment. (The 2% in the table refers to this one student.) The IEP (Individualized Education Plan) Team determined his eligibility for the alternative state assessment (MAP-A) based on the state criteria. The MAP-A is a portfolio assessment based on IEP goals. This is a student with autism. Henry School hosts an ABA/Autism Program for students with Spectrum Disorders.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** Missouri Assessment Program (MAP)  
Grade Level Assessments

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	83	80	90	75	77
% Advanced	47	31	48	29	37
Number of students tested	75	71	81	75	71
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	2	2
% of students tested with alternative assessment	1	1	1	3	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	69	59	67	0	33
% Advanced	23	9	13	0	0
Number of students tested	13	22	15	13	6
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	44	67	81	50	63
% Advanced	44	8	44	17	25
Number of students tested	9	12	16	18	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	38	50	55	20	13
% Advanced	13	0	9	0	0
Number of students tested	8	14	11	15	8
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	100	90	86
% Advanced	93	40	60	40	71
Number of students tested	14	5	10	10	7
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	90	88	94	90	87
% Advanced	42	39	54	37	38
Number of students tested	48	49	54	49	55
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Missouri Assessment Program (MAP)  
Grade Level Assessments

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	81	65	84	64	65
% Advanced	48	35	54	36	37
Number of students tested	67	66	69	64	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	1	2
% of students tested with alternative assessment	1	2	1	2	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	33	47	63	29	38
% Advanced	22	18	50	7	6
Number of students tested	9	17	8	14	16
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	64	55	86	25	65
% Advanced	36	18	29	0	45
Number of students tested	11	11	7	12	20
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	20	33	29	23	27
% Advanced	0	0	14	0	0
Number of students tested	5	6	7	13	11
<b>6. Asian Students</b>					
% Proficient plus % Advanced	78	50	100	100	67
% Advanced	56	43	81	75	17
Number of students tested	9	14	16	4	6
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	88	74	88	72	71
% Advanced	49	41	51	41	46
Number of students tested	49	39	41	46	61
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Missouri Assessment Program (MAP)  
Grade Level Assessments

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	82	87	69	75	51
% Advanced	46	50	30	46	16
Number of students tested	65	70	67	80	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	2	0
% of students tested with alternative assessment	2	1	1	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	67	67	40	45	0
% Advanced	47	33	7	17	0
Number of students tested	15	9	15	18	13
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	75	83	46	67	13
% Advanced	50	17	9	43	6
Number of students tested	12	6	11	21	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	43	33	33	33	0
% Advanced	29	0	0	8	0
Number of students tested	7	6	12	12	14
<b>6. Asian Students</b>					
% Proficient plus % Advanced	92	100	80	67	40
% Advanced	39	69	40	33	10
Number of students tested	13	16	5	9	10
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	84	89	75	85	70
% Advanced	51	55	35	55	22
Number of students tested	37	44	48	58	46
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** One student with special needs was tested in 2012-2013 with the MAP-A, Alternative Missouri State Assessment. (The 2% in the table refers to this one student.) The IEP (Individualized Education Plan) Team determined his eligibility for the alternative state assessment (MAP-A) based on the state criteria. The MAP-A is a portfolio assessment based on IEP goals. This is a student with autism. Henry School hosts an ABA/Autism Program for students with Spectrum Disorders.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** Missouri Assessment Program (MAP)  
Grade Level Assessments

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	69	84	63	73
% Advanced	56	41	52	36	34
Number of students tested	75	71	81	75	71
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	2	2
% of students tested with alternative assessment	1	1	1	3	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	69	41	53	0	50
% Advanced	31	23	13	0	0
Number of students tested	13	22	15	13	6
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	67	50	81	39	50
% Advanced	11	17	31	28	19
Number of students tested	9	12	16	18	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced	50	21	46	20	50
% Advanced	13	7	9	7	0
Number of students tested	8	14	11	15	8
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100	90	60	86
% Advanced	79	80	50	30	43
Number of students tested	14	5	10	10	7
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	94	80	89	78	75
% Advanced	58	47	57	47	38
Number of students tested	48	49	54	49	55
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**